

Junior Class Movement

GUARD _____

JUDGE _____



Junior Class guards are comprised of a beginning level of vocabulary skills and excellence.

Consider the range and achievement of demonstrated skills.

Vocabulary

Excellence

Evaluate all skills within the movement design either static, in motion or blended with equipment.

Range and variety of body moves
Expressive range through dynamic efforts of space, time, weight, and flow
Depth, range and variety of blend between equipment and body
Range of material most compatible with the performers' training

How successful were the performers in:

Understanding and application of principles
Understanding and application of dynamic effort changes
Development of breath, muscle, tension, flexion and rotation
Achievement of blended body and equipment challenges
Training to support the vocabulary

| 0 to 5 | 6 | 14 | 22 | 26 | 32 | 38 | 46 | 52 | 59 | 66 | 68 | 70 | 0 to 10 | 11 | 20 | 30 | 31 | 52 | 64 | 76 | 89 | 101 | 115 | 120 | 125 | | | |
|---------------------------|-------------------------|----|------------------------|----|------------------------------------|----|---------------------------|----|---------------------------|----|-------------------------|----|------------------------|----|------------------------------------|----|---------------------------|----|---------------------------|----|-------------------------|-----|------------------------|-----|------------------------------------|--|---------------------------|--|
| Seldom Experiences (WEAK) | Rarely Discovers (FAIR) | | Sometimes Knows (GOOD) | | Frequently Understands (EXCELLENT) | | Always Applies (SUPERIOR) | | Seldom Experiences (WEAK) | | Rarely Discovers (FAIR) | | Sometimes Knows (GOOD) | | Frequently Understands (EXCELLENT) | | Always Applies (SUPERIOR) | | Seldom Experiences (WEAK) | | Rarely Discovers (FAIR) | | Sometimes Knows (GOOD) | | Frequently Understands (EXCELLENT) | | Always Applies (SUPERIOR) | |
| 0 to 5 | 6 to 25 | | 26 to 45 | | 46 to 65 | | 66 to 70 | | 0 to 10 | | 11 to 40 | | 41 to 75 | | 76 to 114 | | 115 to 130 | | 0 to 10 | | 11 to 40 | | 41 to 75 | | 76 to 114 | | 115 to 130 | |

SCORE

SCORE

70

130

Sub Caption Spreads

| | Very comparable | Minor Differences | Definitive Differences | Significant Difference |
|------------|-----------------|-------------------|------------------------|------------------------|
| Vocabulary | 0 tenths | 1 tenths | 2 to 4 tenths | 5 & higher |
| Excellence | 1 to 4 tenths | 5 to 9 tenths | 10 to 19 tenths | 20 & higher |

Total

200

MOVEMENT CRITERIA REFERENCE
JUNIOR CLASS

VOCABULARY

EXCELLENCE

| | |
|--|---|
| <p>0 to 05 The introductory choreography generally lacks readability.</p> | <p>0 to 10 Individuals show no training in movement principles.</p> |
| <p>06 to 25 The choreographed vocabulary is limited, repetitious or presented only as a single effort. Phrasing is short. Expressive techniques relative to dynamics are seldom included. Choreography is occasionally compatible to the individual's skills. The movement program is extremely incomplete and may limit scoring potential.</p> | <p>11 to 40 Individuals are discovering the skills and principles and display some uniformity in method and timing, and show some training relative to movement principles. Body development is inconsistent causing variations in the look of the movement. Breaks and flaws are frequent. Expressive efforts are not yet understood and are not yet even written into the book. Knowledge of breath, muscle, tension or flexion is still not understood or applied. Concentration is weak. The training process is in a developing stage. Program is extremely incomplete.</p> |
| <p>26 to 45 The choreographed vocabulary contains some variety and occasionally combines with movement or drill/staging. It sometimes explores gradations of time and weight, and is usually compatible to the individual's skills. The work may still be in progress, but it provides the performer with an adequate opportunity to develop their range.</p> | <p>41 to 75 Individuals know principles and expressive efforts, and achieve more consistently in method and timing, but may vary from individual to individual or relative to the effort required. Body qualities are undeveloped causing a variation in the look of the movement. There is a beginning knowledge of muscle, tension, flexion, rotation and breath, and is applied in simple efforts. Expressive effort qualities are attempted and are beginning to develop, but is sporadic. Breaks and flaws still occur and recovery is still a concern. Concentration and stamina are developing and are moderately achieved. Methods and techniques reflect an average degree of physical and mental development at this level. Style is developing. The training process is at a moderate level. The work may still be in progress but the performer has an adequate opportunity to demonstrate skills.</p> |
| <p>46 to 65 The range of the choreographed vocabulary is growing. Phrases show some dimensionality and some combining with equipment or drill. The presence of expressive gradations is growing. Choreography is mostly compatible to the individual's skills.</p> | <p>76 to 114 Individuals understand the skills and achieve a consistent degree of uniformity in method and timing. Body development is improving lending support beneath movement. Knowledge of muscle, tension, flexion, rotation and breath is understood and applied in simple efforts. There are periods of time when dynamic gradations of time and weight are achieved. Breaks and flaws still occur but recovery is becoming evident. Concentration and stamina are developing and are moderately achieved for this level. All techniques reflect a good degree of physical and mental development. Adherence to style is growing. The training process is at a good developing level.</p> |
| <p>66 to 70 The choreographed vocabulary contains a good range with variety and some versatility. Phrases are lengthening and challenge the performer with a growing range of expressive qualities and gradations. The choreography is fully compatible to the individual's skills, which are properly developed in support of the growing choreography.</p> | <p>115 to 130 Individuals apply the principles and expressive efforts. There is a good degree of achievement of uniformity in method and timing. Body development is good for this level. Knowledge of muscle, tension, flexion, rotation and breath is understood and applied in efforts. Greater success is seen moving with gradations in space time weight & flow. Consistent uniformity exists in individual responsibilities. Breaks and flaws still occur but recovery is growing. Concentration and stamina are developing. All methods and techniques reflect an appropriate degree of physical and mental development for this level. Adherence to style is improving. The training process is good for this class.</p> |